DOCUMENT RESUME

ED 166 129 SP 013 146

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TITLE Remarks of Secretary Joseph A. Califano, Jr., Department of Health, Education, and Welfare to the American Federation of Teachers 62nd Annual Convention.
PUB DATE Aug 78
NOTE 23p.; Paper presented at the Annual Convention of the American Federation of Teachers (62nd, Washington, D.C., August 21, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Educational Objectives; *Federal Aid; *Federal Regulation; Organizational Effectiveness; *Public Schools; School Responsibility; *School Role; Social Disadvantagement; Teacher Centers; *Teacher Responsibility; Urban Education

ABSTRACT

The role and responsibility of the public schools and teachers are described with special emphasis on urban education. The advances that have been made in dealing with disadvantaged youth as well as the problems remaining are pointed out. Sources and uses of federal aid are discussed, but a warning is issued on the dangers of overdependence on the federal government which may lead to loss of autonomy. (JD)

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REMARKS OF
SECRETARY JOSEPH A. CALIFANO, JR.
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
TO THE AMERICAN FEDERATION OF TEACHERS
62ND ANNUAL CONVENTION

WASHINGTON HILTON HOTEL
WASHINGTON, D.C.

AUGUST 21, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I'M GLAD TO BE HERE: TO SOUND THE KEYNOTE FOR THIS 62ND ANNUAL AMERICAN FEDERATION OF TEACHERS CONVENTION; TO TALK WITH YOU ABOUT THE PRESENT AND THE FUTURE OF AMERICA'S PUBLIC SCHOOLS.

BUT I WANT TO BEGIN WITH A WORD ABOUT THIS ORGANIZATION -- AND THE GIFTED MAN WHO IS YOUR LEADER.

A GREAT MANY THINGS ARE SPECIAL ABOUT THE AFT. ONE OF THEM IS ITS LARGELY URBAN MEMBERSHIP: YOU ARE NOT JUST A LARGE AND ACTIVE GROUP OF EDUCATORS -- YOU ARE EDUCATORS FROM THE FRONT LINES. BECAUSE THE CITY SCHOOLS OF THIS NATION, FOR THE PAST TWENTY YEARS OR MORE, HAVE BEEN THE CRUCIBLES OF SOCIAL CHANGE AS WELL AS EDUCATIONAL EFFORT, YOU HAVE BEEN SEVERELY TESTED. AND YOU HAVE MET THAT TEST ADMIRABLY.

MOREOVER, YOU REPRESENT NOT JUST TEACHERS -- BUT CHILDREN. YOU HAVE CHAMPIONED CAUSES FAR GREATER THAN YOUR OWN PERSONAL CONCERNS. YOUR MOTIVE FORCE HAS BEEN NOT NARROW SELF-INTEREST -- BUT BROAD SOCIAL JUSTICE.

THAT, I KNOW, IS A TRIBUTE TO THE FAITH AND DEVOTION AND HARD WORK OF MANY PEOPLE. I KNOW AND ADMIRE ONE OF THOSE PEOPLE: HE IS EDUCATOR AND TRADE UNIONIST; WRITER AND LECTURER; COMMUNITY LEADER AND NATIONAL LEADER; FIGHTER FOR CIVIL RIGHTS -- AND FAMILY MAN. HE IS ALL THESE THINGS -- AND HE IS A FRIEND WHOM ALL OF US CHERISH FOR HIS WISDOM AND LOYALTY.

SO I COME TODAY TO THANK YOU FOR YOUR EFFORTS IN AMERICAN EDUCATION -- AND TO THANK YOU FOR AL SHANKER.

FOR A FEW MINUTES TODAY I WANT TO TALK ABOUT THE HEAVY BURDEN THIS NATION PUTS ON ITS SCHOOLS -- AND ON ITS TEACHERS. AND I WANT TO TALK ABOUT SOME OF THE WAYS WE ARE TRYING TO HELP YOU SHOULDER THOSE BURDENS.

I SPEAK, IN PART, IN MY OFFICIAL ROLE AS A MEMBER OF A NATIONAL ADMINISTRATION THAT IS WORKING TO OVERCOME EIGHT YEARS WHEN EDUCATION WAS NEGLECTED AS AN IMPORTANT NATIONAL PRIORITY. I BELIEVE THAT PRESIDENT CARTER WILL BE REMEMBERED AS A GREAT EDUCATION PRESIDENT IN THE TRADITION OF LYNDON JOHNSON.

AND HIS ADMINISTRATION IS DEEPLY COMMITTED TO THIS NATION'S PUBLIC SCHOOLS.

- THAT COMMITMENT IS UNDERSCORED IN THIS YEAR'S FEDERAL BUDGET. IT CALLS FOR AN INCREASE IN TOTAL SPENDING FOR EDUCATION FROM $10.5 BILLION TO $12.9 BILLION: A 23 PERCENT INCREASE. AND IT CALLS FOR THE LARGEST INCREASE IN SPENDING FOR ELEMENTARY AND SECONDARY EDUCATION SINCE 1966: FROM $6 BILLION IN 1978 TO $6.9 BILLION NEXT YEAR: A 15 PERCENT JUMP.

- WE HAVE WORKED HARD IN THIS YEAR'S REAUTHORIZATION PROCESS TO REAFFIRM OUR NATIONAL COMMITMENT TO EQUAL EDUCATIONAL OPPORTUNITY -- AND TO STRENGTHEN OUR NATIONAL QUEST FOR HIGH EDUCATIONAL QUALITY. WE HAVE SOUGHT TO DIRECT EDUCATION DOLLARS TO AREAS OF GREATEST NEED; TO REMOVE NEEDLESS BURDENS THAT DISTRACT EDUCATORS FROM THEIR CENTRAL MISSION. THIS ADMINISTRATION AND THE AFT TOGETHER HAVE FOUGHT FOR MANY OF THE NOTABLE IMPROVEMENTS IN OUR EDUCATION PROGRAMS -- INCLUDING THE NEW TITLE I CONCENTRATION PROVISION.

THAT PROVISION TARGETS ADDITIONAL TITLE I DOLLARS TO CITY SCHOOLS AND OTHER AREAS OF GREATEST NEED. THE GUIDANCE AND SUPPORT OF THE AFT -- OF AL SHANKER AND GREG HUMPHREY, IN PARTICULAR -- HAVE BEEN INVALUABLE IN OUR REAUTHORIZATION EFFORTS. I'M GRATEFUL FOR -- AND PROUD OF -- OUR PARTNERSHIP.

- AND THIS ADMINISTRATION UNDERSCORED ITS COMMITMENT TO PUBLIC EDUCATION BY OPPOSING, AS AN UNCONSTITUTIONAL THREAT TO THE PUBLIC SCHOOLS, TUITION TAX CREDIT PROPOSALS. INDEED, SO STRONG IS PRESIDENT CARTER'S CONVICTION ON THIS MATTER THAT HE HAS WARNED REPEATEDLY OF HIS INTENTION TO VETO TUITION TAX CREDIT LEGISLATION. LAST WEEK AT HIS PRESS CONFERENCE HE REPEATED THAT INTENTION ONCE AGAIN. I AM PROUD TO BE WORKING CLOSELY WITH THE AFT ON THIS IMPORTANT ISSUE TOO.

BUT TODAY I COME BEFORE YOU TO SPEAK PERSONALLY AS WELL AS OFFICIALLY:

My mother, for 35 years, was a teacher in the public schools of New York. Many of those years she spent at P.S. 189 in Brooklyn, teaching grades one through six. Her students were the sons and daughters of Jewish families, and families of Italian descent: families who had different backgrounds, but who all wanted fundamentally the same thing for their children. They were Americans, with American dreams.

Later, in the 1960's, I worked for a President who signed some of the most sweeping education laws in our history. And when Lyndon Johnson signed the Elementary and Secondary Education Act, he had at his side not another high government official, but his first-grade teacher from Texas. President Johnson did not believe that education would solve all our problems: He simply believed that without education, we could never solve any of them.

BECAUSE I HAVE KNOWN THE DEVOTION AND THE SACRIFICES OF A TEACHER IN MY OWN HOME; BECAUSE I FEEL A PERSONAL STAKE IN THE SUCCESS OF THOSE HOPEFUL EFFORTS LAUNCHED IN THE 'SIXTIES -- I COME TO MY PRESENT JOB, AND TO THIS PLATFORM TODAY, WITH A COMMITMENT THAT IS PERSONAL AS WELL AS OFFICIAL.

WE AMERICANS COMPLAIN A GREAT DEAL ABOUT OUR SCHOOLS AND OUR TEACHERS. BUT WE ALSO PLACE GREAT FAITH IN THEM.

SO GREAT IS OUR FAITH THAT WE ASK OUR SCHOOLS AND TEACHERS TO MAKE OUR CHILDREN LITERATE, TO TEACH THEM TO THINK, TO SHAPE THEIR CHARACTERS AND VALUES; TO PREPARE THEM FOR CITIZENSHIP, FOR JOBS, FOR FURTHER EDUCATION.

WE ASK OUR TEACHERS NOT JUST TO EDUCATE OUR CHILDREN, BUT TO GUARD THEIR HEALTH; NOT JUST TO IMPART KNOWLEDGE, BUT TO TACKLE THE PROBLEMS OF THE COMMUNITY AND THE NATION. AND WE ASK THEM TO WORK ALL THESE MIRACLES WITH SEVERELY LIMITED RESOURCES.

SO GREAT IS OUR FAITH -- AND SO HIGH OUR EXPECTATIONS -- THAT WHEN OUR SCHOOLS FALL SHORT, WE BLAME THEM RATHER HARSHLY. WE SELDOM STOP TO PONDER THE FACT THAT OUR SCHOOLS CANNOT HERMETICALLY SEAL THEIR DOORS. IF WE ALLOW OUR SCHOOLS TO BE SURROUNDED BY DECAYING NEIGHBORHOODS, THAT DECAY WILL COME THROUGH THE SCHOOLHOUSE DOOR. IF WE CREATE A CULTURE THAT EXALTS THE TAWDRY AND THE VIOLENT, OUR SCHOOLS WILL FEEL THE EFFECTS. IF OURS IS A SOCIETY IN WHICH YOUNG CHILDREN EXPERIMENT WITH DRUGS AND ALCOHOL AND CIGARETTES, OUR SCHOOLS CANNOT FIGHT THESE MENACES ALONE.

THE REMARKABLE FACT IS THAT THIS NATION'S PUBLIC SCHOOLS AND TEACHERS HAVE DONE SO MUCH THAT IS RIGHT. THEY HAVE BEEN FACED WITH SEVERAL DEMANDING RESPONSIBILITIES IN RECENT YEARS -- RESPONSIBILITIES OF SOCIAL CHANGE AS WELL AS RESPONSIBILITIES OF EDUCATION. AND THEY HAVE PERFORMED IMPRESSIVELY.

AMERICA'S TEACHERS HAVE BEEN -- AND ARE -- COURAGEOUS TRUSTEES OF OUR NATIONAL FUTURE.

LET US TALK FIRST ABOUT THEIR MISSION OF SOCIAL CHANGE. THAT MISSION IS NOT NEW; ITS INTENSITY AND DIFFICULTY ARE.

IN THE EARLY YEARS OF THIS CENTURY, WAVES OF IMMIGRANT FAMILIES POURED INTO AMERICA; THE NATION'S TEACHERS WERE FACED WITH THE CHALLENGE OF TRANSMITTING TO MILLIONS OF THEIR CHILDREN NOT ONLY THE LANGUAGE, BUT THE VALUES, OF THEIR NEW NATION. IT WAS AMERICAN CLASSROOM TEACHERS, MORE THAN ANYONE ELSE, WHO GAVE THESE DIVERSE MILLIONS THEIR BASIC SKILLS -- AND THEIR SENSE OF BEING AMERICANS, DESPITE THEIR DIFFERENCES. OUR TEACHERS IN THOSE DAYS WERE SUCCESSFUL AGENTS OF SOCIAL CHANGE. HAD WE ASKED LESS OF THEM THEN, WE MIGHT BE TODAY A FAR LESS UNIFIED AND COHESIVE PEOPLE THAN WE ARE.

BUT IN RECENT YEARS WE HAVE ASKED OUR TEACHERS TO UNDERTAKE EVEN GREATER EFFORTS TO RESHAPE OUR SOCIETY. FOR IN THE PAST TWO DECADES, OUR PUBLIC SCHOOLS HAVE BEEN AT THE CENTER OF SOCIAL CONFLICT AND CHANGE:

- WE HAVE UNDERTAKEN AS A NATION TO DISMANTLE THE OLD MACHINERY OF SEGREGATION AND RACIAL DISCRIMINATION. IN THAT UNDERTAKING, THE TEACHERS OF AMERICA HAVE BEEN AT THE CENTER OF THE ACTION. THAT EFFORT, AS YOU KNOW, IS BY NO MEANS COMPLETE OR FREE FROM CONTROVERSY. BUT TODAY, THE OLD DUAL SYSTEM OF PUBLIC SCHOOLS IN THE SOUTH IS GONE. AND IN THE NATION'S CITIES, HUNDREDS OF THOUSANDS OF EDUCATORS ARE WORKING PATIENTLY AND EARNESTLY TO REMOVE THE LAST BARRIERS TO EQUAL OPPORTUNITY.

- WE HAVE UNDERTAKEN, AS A NATION, TO ALLEVIATE POVERTY AND REMOVE THE HANDICAPS IT CREATES. AND HERE AGAIN OUR TEACHERS ARE IN THE FOREFRONT. THIS YEAR, FOR EXAMPLE, TITLE I COMPENSATORY PROGRAMS ARE OPERATING IN 14,000 OF THE NATION'S 16,000 SCHOOL DISTRICTS; 5½ MILLION POOR CHILDREN ARE GETTING TITLE I HELP.

- WE HAVE UNDERTAKEN, FINALLY, TO BRING OTHER DISADVANTAGED GROUPS MORE FULLY INTO THE MAINSTREAM OF AMERICAN LIFE: HISPANICS, NATIVE AMERICANS, WOMEN, AND HANDICAPPED CITIZENS. IN AN EFFORT TO GIVE THESE GROUPS THEIR BIRTHRIGHT, WE HAVE LOOKED AGAIN TO THE TEACHERS OF AMERICA -- AND YOU ARE RESPONDING.

I BELIEVE THAT IF THIS NATION IS TO PLACE UPON ITS PUBLIC SCHOOL TEACHERS SUCH HEAVY RESPONSIBILITY FOR LEADING SOCIAL CHANGE, WE MUST GIVE THEM THE TOOLS THEY NEED TO DO IT.

- THAT IS WHY WE HAVE DEVELOPED PROGRAMS OF TECHNICAL ASSISTANCE TO SCHOOLS THAT ARE STRUGGLING TO MAKE THEIR PROGRAMS ACCESSIBLE TO HANDICAPPED STUDENTS; PROGRAMS TO HELP TRAIN TEACHERS IN BILINGUAL EDUCATION; PROGRAMS TO HELP SCHOOLS THAT ARE COPING WITH PROBLEMS OF DESEGREGATION.

- AND TO GIVE OUR PUBLIC SCHOOLS THE RIGHT TOOLS TO HELP NEEDY STUDENTS, THIS ADMINISTRATION WILL VIGOROUSLY DEFEND THE PRINCIPLE OF TARGETED, NEED-BASED AID PROGRAMS. THAT PRINCIPLE HAS BEEN THE CORNERSTONE OF FEDERAL EDUCATION POLICY. WE DO NOT INTEND TO ABANDON THAT PRINCIPLE NOW.

AND WE ARE DETERMINED NOT ONLY TO HELP YOU AS YOU SEEK TO BROADEN EDUCATIONAL ACCESS. THIS ADMINISTRATION IS COMMITTED TO HELPING THE TEACHERS OF AMERICA AS THEY STRIVE TO BUILD QUALITY.

MANY OF OUR PLANS AND PROPOSALS ARE CONCERNED WITH BUILDING EXCELLENCE IN EDUCATION. AMONG THEM THREE ARE OF SPECIAL INTEREST:

- WE STRONGLY SUPPORT TEACHER CENTERS, AND ARE WORKING TO STRENGTHEN THE TEACHER CORPS AS A TEACHER TRAINING PROGRAM: FOR THERE CAN BE NO SUBSTITUTE FOR AIDING TEACHERS TO DEVELOP AND FORTIFY THEIR ABILITIES.

- WE HAVE PROPOSED A PROGRAM TO HELP SCHOOLS MAKE PROPER USE OF TESTING. FOR WE KNOW, AS DOES THE AFT, THAT TESTS ARE IMPORTANT EDUCATIONAL TOOLS. SO WE, LIKE YOU, WANT TO EMPHASIZE THEIR SENSITIVE, EFFECTIVE USE.

- WE BELIEVE, WITH YOU, THAT GOOD TEACHERS MEAN GOOD SCHOOLS. AND THE CONTRIBUTION TEACHERS MAKE IS NOT JUST IN THE CLASSROOM. SO WE HAVE TRIED TO EXPRESS THIS IN OUR LEGISLATIVE PROPOSALS, THROUGH PROGRAMS TO GIVE TEACHERS A KEY ROLE IN DESIGNING TITLE I PROJECTS, IN SELECTING LIBRARY MATERIALS AND MAKING OTHER KEY DECISIONS.

THIS ADMINISTRATION, IN SHORT, WANTS TO FULFILL THE PROCESS THAT BEGAN MORE THAN A DECADE AGO WITH LYNDON JOHNSON'S EDUCATION LAWS: THE PROCESS OF MAKING THE FEDERAL GOVERNMENT A WORKING PARTNER IN THE ENTERPRISE OF EDUCATION. WE BELIEVE THAT STRONG PROGRAMS OF FEDERAL SUPPORT FOR EDUCATION ARE ESSENTIAL TO THE AMERICAN FUTURE.

BUT SUCH A PARTNERSHIP IS, AS YOU KNOW, FRAUGHT WITH DANGERS AS WELL AS BLESSINGS. AND TODAY I WANT TO SOUND A WARNING: A WARNING AGAINST UNDUE DEPENDENCE BY OUR SCHOOLS UPON THE FEDERAL GOVERNMENT; A WARNING AGAINST DOMINATION OF EDUCATION BY THE FEDERAL GOVERNMENT.

TWENTY YEARS AGO, IN 1958, THE FEDERAL GOVERNMENT SPENT JUST OVER $300 MILLION ON EDUCATION PROGRAMS. BY 1968 THAT FIGURE HAD GROWN TO TWENTY-FOLD, TO MORE THAN $6 BILLION. IN THE TEN YEARS BETWEEN 1968 AND 1978, SPENDING MORE THAN DOUBLED AGAIN. TODAY SPENDING IS NEARLY $13 BILLION -- THERE ARE MORE THAN FORTY FEDERAL DOLLARS TODAY WHERE THERE WAS BUT ONE TWENTY YEARS AGO.

THOSE ARE FIGURES MOST AMERICANS APPLAUD; THEY REPRESENT PROGRAMS WE BELIEVE IN. BUT OTHER THINGS COME WITH THOSE VALUABLE FEDERAL DOLLARS: THE THREAT OF DEPENDENCY, RED TAPE, BURDENSOME REQUIREMENTS AND UNINTENDED SIDE EFFECTS.

IN HIGHER EDUCATION, SOME INSTITUTIONS HAVE BECOME DANGEROUSLY DEPENDENT FOR THEIR SUPPORT, IN MY JUDGMENT, UPON FEDERAL PROGRAMS.

THIS YEAR, FEDERAL PROGRAMS WILL PROVIDE 30 PERCENT OF ALL SUPPORT FOR HIGHER EDUCATION. AND FOR SOME PRIVATE INSTITUTIONS, FEDERAL FUNDS APPROACH 100 PERCENT OF OPERATING BUDGETS.

I THINK THERE IS REASON TO BE ALARMED WHEN A SUPPOSEDLY PRIVATE INSTITUTION BECOMES SO DEPENDENT -- AND REASON TO HOPE THAT WE WILL AVOID SUCH SITUATIONS IN THE FUTURE.

MY POINT IS THAT FEDERAL HELP, VITAL AS IT IS, SHOULD SUPPORT -- NOT SUPPLANT -- LOCAL INITIATIVE, VITALITY AND DIVERSITY.

AND WE MUST BE VIGILANT AGAINST THE THREAT OF FEDERAL DOMINATION.

IF I HAVE SEEN ANYTHING MADE PLAIN IN THE LAST YEAR AND A HALF, IT IS THAT WHEN PROGRAMS AND DOLLARS MULTIPLY, BUREAUCRACIES AND REGULATIONS MULTIPLY ALSO; PAPERWORK AND REPORTING REQUIREMENTS MULTIPLY; THE TEMPTATION TO INTERFERE, HOWEVER WELL-MEANING, GROWS. AND THUS THE DANGER GROWS THAT THE JOB WE ARE TRYING TO DO WITH OUR PROGRAMS WILL IRONICALLY BE MADE EVEN MORE DIFFICULT -- BY THE UNWIELDY REQUIREMENTS AND BURDENSOME PROCEDURES THESE PROGRAMS BRING.

IN ONLY A DOZEN YEARS, FROM 1964 TO 1976, THE NUMBER OF PAGES OF FEDERAL LEGISLATION CONCERNING EDUCATION HAS SOARED -- FROM 80 TO 360. AND OVER NEARLY THE SAME PERIOD, THE GROWTH IN REGULATIONS HAS BEEN EVEN MORE ASTRONOMICAL -- FROM ONLY 92 PAGES IN 1965, TO NEARLY ONE THOUSAND PAGES LAST YEAR. IN LITTLE MORE THAN A DECADE, THERE HAS BEEN A <u>ONE THOUSAND PERCENT INCREASE</u> IN THE QUANTITY OF FEDERAL REGULATIONS WITH WHICH EDUCATORS MUST COMPLY.

THE SETTING OF ACADEMIC STANDARDS HAS ALWAYS BEEN A STATE AND LOCAL MATTER.

WILL IT REMAIN SO?

THE PLANNING OF THE CURRICULUM HAS ALWAYS BEEN A STATE AND LOCAL MATTER.

WILL IT REMAIN SO?

EVALUATING THE PROGRESS AND PERFORMANCE OF SCHOOLS AND STUDENTS HAS BEEN A STATE AND LOCAL MATTER.

WILL IT REMAIN SO?

I HOPE SO.

BUT MERE TRADITION MAY NOT BE STRONG ENOUGH TO PROTECT THESE STATE AND LOCAL PREROGATIVES AT A TIME WHEN THE FEDERAL ROLE IS CHANGING AND EXPANDING.

So I would ask you to be vigilant and vocal -- as individuals and as a strong national force: to fight for Federal dollars -- but against Federal domination. You must not leave the battle for your independence to be fought by others; you must fight it yourself.

Chronic worry is the condition of teachers and friends of education. We worry about our schools because we worry about our children; we want the best for them. And we can see that whatever the uncertain future holds for American education, it is probably not calmer waters.

MANY OF THE SOCIAL PROBLEMS THAT HAVE INCREASED YOUR BURDENS SEEM TO PERSIST, WITHOUT DIMINISHING: THE PROBLEMS OF VIOLENCE AND YOUTH UNEMPLOYMENT, FOR EXAMPLE.

AND HOWEVER MUCH YOU ARE DOING, YOU WILL BE CALLED TO DO MORE. IN FACT, I'M ASKING AL SHANKER TO ENLIST THE AFT AND ITS MEMBERSHIP IN OUR EFFORT TO IMMUNIZE MILLIONS OF CHILDREN WHO ARE STILL UNPROTECTED AGAINST MAJOR CHILDHOOD DISEASES.

BEYOND THESE SOCIAL AND HUMANITARIAN EFFORTS, YOU FACE FORMIDABLE EDUCATIONAL NEEDS: BRINGING QUALITY EDUCATION TO STUDENTS WHOSE UNHAPPY LEGACY IS POVERTY AND NEGLECT; REBUILDING THE AMERICAN HIGH SCHOOL, WHOSE MISSION HAS CHANGED DRASTICALLY AS FAMILIES AND YOUNG PEOPLE AND THE WORLD HAVE CHANGED.

BUT DESPITE ALL THESE BURDENS AND UNCERTAINTIES; KNOWING THE VITALITY AND PUBLIC SPIRIT OF THE TEACHERS OF AMERICA, THE AFT AND AL SHANKER, I AM, FOR THE MOMENT, MORE OPTIMISTIC THAN WORRIED.

FOR HOWEVER MUCH THINGS CHANGE, SOME THINGS REMAIN THE SAME:

SINCE MY CHILDHOOD, THE NEIGHBORHOOD WHERE MY MOTHER TAUGHT HAS CHANGED. JEWISH AND ITALIAN FAMILIES HAVE BEEN REPLACED BY BLACK ONES. TODAY P.S. 189 IS A SPECIAL SCHOOL FOR BILINGUAL EDUCATION. FOR A THIRD OF THE STUDENTS, THE DOMINANT LANGUAGE IS SPANISH; FOR ANOTHER THIRD, MOST OF WHOSE FAMILIES COME FROM HAITI, THE DOMINANT LANGUAGE IS FRENCH.

BUT IF P.S. 189 HAS CHANGED, MUCH REMAINS THE SAME. IT IS STILL A GOOD SCHOOL: SO GOOD THAT A LOTTERY MUST BE USED TO APPORTION SCARCE PLACES TO THE MANY STUDENTS WHO WANT TO GET IN. THINGS HAVE CHANGED. BUT P.S. 189 IS STILL HELPING THE CHILDREN OF MANY HERITAGES, MANY BACKGROUNDS, TO BECOME AMERICANS: TO ENTER THE MAINSTREAM OF OUR NATIONAL LIFE.

MY MOTHER IS NO LONGER ON THE STAFF OF 189. BUT HER PLACE HAS BEEN TAKEN BY OTHERS LIKE HER: TEACHERS DEDICATED TO MAKING THE AMERICAN DREAM A REALITY.

HOWEVER MUCH THINGS CHANGE, THEIR DEVOTION -- LIKE THE DEVOTION OF TEACHERS ALL ACROSS THIS LAND -- ENDURES: HELPING TO CHANGE INDIVIDUAL LIVES -- AND TO CHANGE THIS NATION.

THANK YOU.

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